NEWQUAY JUNIOR ACADEMY
Assessment & Reporting Policy

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Adopted by (body): **Rapid Improvement Group**
Approved (date): **Sept 2023**
Review date: **Sept 2025**

Rationale

Our Assessment, Recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual pupils throughout their learning journey. We recognise and embrace the important role that assessment plays in developing the whole child as an active learner.

Aims

At Newquay Junior Academy, through the use of formal and informal assessment and reporting strategies, we aim to:

- raise levels of achievement throughout a pupil's learning journey
- keep pupils, parents/carers and teachers informed about progress and actively involved in its promotion
- provide a framework which encourages pupils to be actively involved in discussions about achievement, future learning and development
- directly inform teaching and learning strategies
- facilitate meaningful curriculum development and differentiation in the learning process
- support teachers in making judgements, to ensure they are as valid and reliable as possible; consistent both within the Academy and with NC standards.
- Promote a common language for reporting and interpreting pupil attainment

Assessment types

Newquay Junior Academy acknowledges and embraces the fact that assessments take place in a range of different ways for different subjects. However, all assessments should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident across lessons.

Assessment will take the form of:

In-School Formative Assessment (to support and inform pupil progress) including, but not restricted to:

- observational assessment
- marking of books
- oral feedback
- learning conversations (adult/child, child/child, etc)
- self-assessment,
- peer assessment,
- group assessment,
- targeted questioning,
- quick recap questioning to consolidate knowledge
- moderation and assessment of exemplar work of a range of stages,
- written feedback that links to assessment criteria
- use of examination materials

In-School assessment for learning (diagnostic, evaluative and responsive see appendix for further detailed strategies**)** including, but not restricted to:

- Sharing Learning Goals/Intentions/Objectives
- Clear success criteria-written or verbal
- Using consistent feedback and marking strategies-(See Marking and Feedback Policy)
- Pupil self-assessment and peer-assessment
- Use of effective questioning and response
- Target setting (verbally/written)

In-School Summative Assessment (to summarise children's abilities, attainment and progress more formally) including, but not restricted to:

- Termly formal PIRA, PUMA, GAPS standardised assessment/SAT style tests in Reading, Spelling, Grammar and Maths
- Year 3 baseline formal standardised tests in Reading, Spelling, Grammar and Maths and teacher assessment for writing

Nationally Standardised Summative Assessment including, but not restricted to:

- End of Key Stage 2 Standard Attainment Tests (SATs)

Marking

Teachers and Teaching Assistants use a common policy for marking and feedback of learning which is fully understood by all staff. (See Feedback and Marking Policy)

Assessment Tracking system and data collection

Years 3 to 6 are assessed on a scheme designed to give parents and pupils useful information and meaningful parity across subjects.

In Years 3 to 6 a 'grade' is attributed to each pupil for reading, writing and maths, based on the national age expectations of their year group. These grades are as follows: **WTS** = working towards the age related expectation; **EXS** = working at the age related expectation; **GDS** = working above the age related expectation. Where a pupil is working well above or below the expectations of those in that year, they can be assessed against the statements of adjacent year groups.

Each pupil's standardised score for reading and maths will be tracked in our centralised system alongside a teacher assessment of attainment using the agreed 'gradings' ensuring consistency across the whole of the key stage.

Nationally Standardised Summative Assessment Tests (SATs)

On entering KS2, pupils are assessed to establish early data so that teachers can effectively plan learning at the appropriate pitch, identify common misconceptions and gaps. This then also forms part of our initial internal data tracking alongside the EOKS1 teacher assessments.

Children in Year 6 at NJA are assessed using the government set SAT tests during May. The results of these assessments are reported annually to parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'.

In addition to this statutory assessment, teachers across the school formally assess at specific calendared points: towards the end of the Autumn term, towards the end of the Spring term and then towards the end of the Summer term using National Standardised PIRA, PUMA and GAPS tests for Reading, Spelling, Grammar and Maths and moderated termly assessed collections of writing. The test results are then informed further by a range of formative and diagnostic assessment tools used by teachers in their daily teaching. Together, these formative and summative tests build a solid understanding of the needs, attainment and progress of pupils towards their targets in each class.

Following each data collection, the Data Team analyses pupil progress as a whole year group, class and individual pupil level. Meetings are then held between members of the Senior Leadership Team (SLT), the Data Team, Heads of Year and the core subject leads where appropriate, to identify key areas of success and those needing further development and possible intervention.

In addition to the above, heads of year analyse and discuss pupils progress with year groups and individual teachers with direct emphasis upon key groups of pupils (such as by gender, those with SEN, etc.) and individual pupils of concern. Discussions are based around what support/interventions/strategies are going to be adopted/altered to ensure all pupils make the expected progress towards their targets. SLT linked members are supportive in diagnosing intervention strategies where needed.

The Data Team and the SLT have a responsibility for monitoring the quality of the school's assessment procedures.

Target Setting

All pupils are set aspirational progress/attainment targets in reading, writing and maths. Targets are based on their achievements at the end of KS1 to determine their expected rate of progress and attainment target for every year group leading to the end of KS2. Professional knowledge is then used to adjust appropriately for individual pupils and then challenge is added and monitored to aid each pupil in achieving their potential.

The following table shows the basis of how targets are set across NJA.

Years	Targets

3–4 Junior Academy	Based on each pupil's KS1 results. The school uses Fischer Family Trust (FFT) to project pupil achievement in line with the top 20% of schools nationally, in terms of progress. Aspirational targets are then set in line or above this through dialogue between the teacher and pupil.
5-6 Junior Academy	

Reporting

Reporting is the process of informing others, including parents, headteacher, governors, the child and the child's next teacher or school. The assessment leader reports to the Governing Body.

Records of children's attainment, progress and achievement are used when preparing the annual report for parents and for parent consultation. Recording of assessment can take many forms but it is essential to ensure that curriculum planning details actions needed to address the findings.

A full report is provided for parents and carers once a year for each child. The report provides detail of the progress, attainment and achievement in each of the NC subjects plus RE. The report details learned skills, concepts and knowledge learned and targets for improvement including an indication of whether the child is below, at or above the expected standard for their age for reading, writing and maths. Attendance is also indicated on the report.

Parents and carers have opportunities to meet with the class teacher at least twice each year in formally held parent consultations. Parents also know that the teachers are available at the start and end of the school day should they wish to discuss their child in between formal parent consultations.

At the start of each new year, individual Year Groups have curriculum and expectation evenings where parents can find out more about the curriculum in the year/term ahead and the core expectations for behaviour, homework and attainment.

The successes achieved by our pupils are recognised and celebrated in a range of ways including: verbal and written comments, postcards, reports, certificates and medals – in both a personal and a public domain, where appropriate.

Roles and Responsibilities

The headteacher and the senior leadership team develop systems and processes that are designed to integrate assessment recording and reporting with curriculum planning.

The Assessment Leader, Senior Leadership Team and Data Team

- Summarise formal reporting presented by the curriculum leader

- Brief curriculum leaders and staff prior to formal meetings with parents, governors or inspectors
- Provide opportunities for staff to share assessment information with colleagues
- Develop a reasonable timetable of assessment requirements and monitor its teacher's contributions and the results of the actions designed as a result
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement
- Share data analysis reports at set calendared points with the LT and wider team to ensure rigorous identification and tracking of progress, attainment, groups and gaps.
- Support linked HOY in diagnosing strengths, areas for development and intervention strategies where appropriate

The Curriculum Leader (along with the assessment lead)

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment)
- Take a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information
- Systematically monitor each subject as it is essential for the improvement of each subject/area as per the subject development plan and in line with the SDP.
- Update the co-ordinator's evidence, tracking and record files throughout the year

The Head of Year

- Analyse and discuss pupils progress with year groups and individual teachers with direct emphasis upon key groups of pupils (such as by gender, those with SEN, etc.) and individual pupils of concern.
- Guide and support year groups and individual teachers professional development around what support/interventions/strategies are going to be adopted/altered to ensure all pupils make the expected progress towards their targets.

The Class Teacher

- Prepares initial assessment activities and evaluates the results

- Prepares plans that indicate where attention has been given to assessment findings (where appropriate)
- Assesses the work and progress of all children in the class throughout the curriculum through a range of formal and informal methods
- Responds effectively and rigorously to assessments of learning and adapts teaching through support/challenge as necessary to enable pupils to achieve their potential
- Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities
- Provides information for informal and formal discussion with parents on the child's progress
- Informs the children what they are going to learn as well as success criteria, support and challenge for how to be successful. i.e. makes the learning objective explicit/unpicking success criteria
- Gives clear indications of how improvement can be made (in line with the assessment, marking and feedback policies) and provide time for them to make these improvements
- Helps children understand that learning from mistakes is at the heart of learning and something to be celebrated
- Encourages children to check work themselves and for each other

Appendix 1: Evidencing assessment from teaching and learning

Through day-to-day interactions, observations and ongoing assessment, teachers see evidence of what pupils understand and can do. Assessment is most effective when it draws on a broad range of evidence that shows what pupils can do independently.

Assessment evidence could include:

- extended or shorter focused pieces of writing in a variety of different forms for a range of purposes
- information from different curriculum areas
- text annotation or visual organisers such as thought mapping, storyboards or timelines
- oral work such as pupil presentations to the class, contributions to class discussions, drama activities or discussions with teachers
- observing pupils' behaviour and interactions
- pupils' self-assessment

Making a judgement

Teachers will take into consideration the range of assessment strategies explored in this policy to help inform their judgement making. For writing this includes the relevant end of year expectations grids being completed for each assessed writing piece.

Once judgements have been made for each of the assessment areas, the range of evidence and information allows the teacher to make an informed decision about the overall national curriculum standard the learner is working at. This can then be refined into' working towards', 'at' or 'working above' the age expected standard. The judgement is made in a holistic way, taking account of how independently, consistently and in what range of contexts pupils have demonstrated their skills.

Using the assessment criteria inevitably involves a degree of interpretation and professional judgement. Standard exemplary materials help ensure that judgements made by teachers are consistent and aligned with national standards. Regular collaborative assessment and discussion is another important way of ensuring that assessment standards are reliable and consistent.

Homework

Homework is assessed in terms of completion, quality and effort (see Homework policy).

Planning as a result of Assessment

Teacher's planning may be informed by assessments carried out and they are important for:

- Identification of intervention groups

- Succinct summative hand over records
- Discussion with receiving teachers at the point of transition

School assessment and tracking systems indicate the progress made term-on-term and year-to-year and times when there has been rapid improvement and other times when a plateau of learning has occurred.

Medium/short term planning provides assessment opportunities and ideas for assessment based on the age of the children, the subject area, the module of work, time of year.
Assessments all feed into the SDP and aid the monitoring and evaluation process and the development of actions for future improvement, particularly Continuous Professional Development.

In order to make judgements more consistent standardised tests may be sampled by the English/Maths co-ordinator.

Teaching and learning

Teachers and support staff require a good understanding of assessment and age expectations and must use it as a tool to assist and inform future planning. There is a direct reference to the school's feedback marking policy that reflects the role of assessment through marking and the necessary actions that are taken as a result. Children are actively encouraged to be involved in self-assessment. One element of this is marking their own work and, when directed, the marking of their peers.

Appendix 2: Assessment for Learning Strategies:

There are a range of assessment for learning strategies which are effective for assessing pupils understanding and misconceptions. The range of strategies employed (but not restricted to) at NJA include:

1.Sharing learning goals/intentions/objectives

Pupils will be taught to recognise the difference between a task and its learning objective and success criteria (separating what they have to do from what they will learn).

To involve pupils fully in understanding learning objectives and success criteria teachers may:

- Explain clearly the reasons for the lesson or activity in terms of the learning objectives
- Share the specific assessment criteria with pupils-verbally or written
- Help pupils to understand what they have done well and what they need to develop

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

2. Clear success criteria-written or verbal

Success criteria may be evident in:

- Planning
- Visual form on a teacher's powerpoint presentation, whiteboard/working wall
- A verbal explanation to a class/group/individual

Success criteria will link directly to the learning objective or intention-it is separate from the lesson content or activity, it relates more to the skills, concepts, knowledge of an activity.

3. Feedback and marking (see the feedback and marking policy)

Pupils benefit from opportunities for formal feedback through individual, group and/or plenary sessions.
Giving feedback involves:

- Oral: making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses
- Self marking: pupils will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher
- Peer assessment: focusing on the learning intention of the task

Feedback enables pupils to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explain what the next steps should be. Pupils make achievements by building on previous performance.

Characteristics of effective feedback:

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work
- Suggestions for improvement should act as 'scaffolding', ie pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves
- Pupils should be helped to find alternative solutions if repeating an explanation leads to failure
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation
- The quality of dialogue in feedback is important- oral feedback is as (if not more) effective as good quality written feedback
- Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so
- Teachers and support staff will mark according to the school Feedback and Marking Policy

4. Self assessment and evaluation

Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress. Pupils will be taught what they need to know, remember and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on. Self assessment is an important tool for teachers.

Peer assessment

Peer assessment will be used when relevant. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

5 Using effective questioning

Teachers are encouraged to:

- Use well planned questions to find out what pupils know, understand and can do

- Analyse pupils' responses and their questions in order to find out what they know, understand and can do
- Use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively
- Use pupils' questions to assess understanding

Consideration of how a question is phrased will be based on:
- The age of pupil/cohort
- The thought processes pupils need to go through
- The language demands made on pupils
- The extent to which pupils reveal their understanding
- The number of questions needed to make an assessment of pupils' current understanding

Types of questions may include:

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...? How do you know?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is...true? prove it...
- How could/would you teach someone else this?

6.Target setting

Teachers and pupils may set targets relating to specific goals.
Pupils will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate. Pupils will be given opportunities to:

- Reflect on their own work
- Be supported to admit problems without risk to self-esteem
- Be given time to work problems out.
- identify and set their own targets especially in maths and literacy

Pupils may look at examples of other pupils' work that does and does not meet the assessment criteria as this can help them to understand what was required from a task

and to assess the next steps they might need to take and therefore set new targets. Looking at different responses may be used to help pupils understand the different approaches they could have taken to a task. It is often helpful if the work is from pupils they do not know.

Should you require further information, please contact the **Policies Manager for NET.**

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